

## **Cromer Junior School**

### **Annual Report to Parents on Special Educational Needs and Disabilities (SEND)** **2017/18**

#### **Number of Pupils with SEND**

At the beginning of the year we had 54 pupils with SEND. Movement into and out of the school has meant the number has increased to 61 and then decreased to 53.

3 pupils with EHCPs have now moved to specialist places.

We currently have 9 pupils in our ASD Base.

SEND pupils make up 18% of our school population/ number on role.

Number of pupils with SEN June 18:

Year Group	Total Number of SEND Pupils	Total Number of Pupils with a Statement or EHCP	Number of pupils attending the Autism Base
3	11	0	2
4	16	1	1
5	10	0	2
6	16	4	4
Total SEND Pupils	53	5	9

(For more detailed information on how SEND pupils are identified at Cromer Junior School please see the SEND School Information Report/Policy on the school website.)

#### **ATTENDANCE AVERAGES 2017-18**

All pupils 96%

SEND pupils 95%

Pupil Premium Pupils 95%

FSM Pupils 95%

SEND+ Pupil Premium 94.2%

#### **18 Pupils (6%) attendance fell into the Persistence Absence category:**

27.8% of these pupils have SEND

38.9 % of these pupils are Pupil Premium

11.1% of these pupils have SEND and are Pupil Premium

27.8% of these pupils are FSM

### **Progress of SEND Pupils 2017-18**

From October 2017- June 18 a period of 9 months (accelerated progress deemed at 13.5 months)

#### **YEAR 3:**

##### **SALFORD Reading:**

- 1 pupil made 4mths progress (Reading Age now above chronological age)
- 2 pupils made 7mths – 11mths progress
- 7 pupils made accelerated progress ranging from 16 – 44mths

##### **YOUNGS Spelling:**

- 8 pupils made 2-13mths progress
- 1 pupil made the accelerated progress of 52 mths progress

##### **MATHS WHIZZ:**

- 3 pupils made 8-12mths progress
- 8 pupils made the accelerated progress 14-20mths progress

#### **Year 3 Pupils without SEND who received Specialist Phonics Intervention**

##### **SALFORD Reading:**

- 6 pupils made accelerated progress ranging from 26mths- 70mths

##### **YOUNGS Spelling:**

- 3 pupils made 4mths- 11mths progress
- 3 pupils made accelerated progress ranging from 11mths- 26mths

#### **YEAR 4:**

##### **SALFORD Reading:**

- 1 pupil made 4mths progress (reaching the highest score possible on the test Reading Age= above chronological age)
- 1 pupil made 8mths progress (Reading Age now above chronological age)
- 8 pupils made accelerated progress ranging from 16mths-31mths

##### **YOUNGS Spelling:**

- 6 pupils made 3mths- 12mths progress
- 4 pupil made progress accelerated progress ranging from 15mths-23mths

##### **MATHS WHIZZ:**

- 5 pupils made 6-13mths progress
- 8 pupils made the accelerated progress 15-28mths progress

#### **YEAR 5:**

##### **SALFORD Reading:**

- 1 pupil made 3mths progress (reaching the highest score possible on the test Reading Age= above chronological age)
- 1 pupil made 8mths progress
- 6 pupils made accelerated progress ranging from 15mths-36mths

**YOUNGS Spelling:**

- 3 pupils spelling progressed and then dipped back to the same starting point
- 3 pupils made 3mths- 11mths progress
- 1 pupil made progress accelerated progress of 30mths

**MATHS WHIZZ:**

- 1 pupil dipped by 7mths
- 4 pupils made 7-10mths progress
- 3 pupils made the accelerated progress 17-20mths progress

**YEAR 6:****SALFORD Reading:**

- 1 pupil's reading age dipped
- 3 pupil's reading age remained the same
- 4 pupils made 4-12mths progress
- 6 pupils made between 0-4 mths progress (reaching the highest score possible on the test Reading Age)
- 1 pupil made accelerated progress of 25mths

**YOUNGS Spelling:**

- 1pupil's spelling age dipped
- 1 pupil's spelling age remained the same (well above their chronological age)
- 6 pupils made 2mths -12mths progress
- 5 pupil's spelling ages are now above their chronological age

**MATHS WHIZZ:**

- 2 pupil's math age dipped by less than a month
- 1 pupil stayed the same
- 8 pupils made 2-12mths progress
- 4 pupils made the accelerated progress 17-20mths progress

**YEAR 6 PROGRESS from Start to End of Cromer Junior School****SALFORD Reading:**

- 7 pupils have attended school since Sept 2014:
- 2 pupils made 50mths-58mths progress
- 5 pupils made the accelerated progress of 76-82mths
- 1 pupil has attended since July 15 and has made the accelerated progress of 82mths

**Youngs Spelling:**

- 7 pupils have attended school since Sept 2014:
- 2 pupils made 8mths-30mths progress
- 5 pupils made between 35-58mths progress
- 1 pupil has attended since July 15 and has made 39mths progress

**YEAR SATS RESULTS**

- 25% of SEND pupils achieved the expected standard in Reading
- 25% of SEND pupils achieved the expected standard in Writing

25% of SEND pupils achieved the expected standard in Maths

25% of SEND pupils achieved the expected standard in SPAG

12.5% of SEND pupils achieved the combined expected standard.

### **Staff development**

Mrs Walker (SENDCO) has attended the SENDCO forum meeting each term to keep up to date with changes and national and local SEND requirements. She is also the primary representative on the Norfolk Local Offer User Forum and attends half termly meetings.

Mrs Walker has been awarded a Competence Certificate in Educational Testing and is now a registered member of the British Psychological Society.

The appropriate members of staff have received the following training:

- ASD
- Norfolk Steps Trainers Course
- Elklan ASD Speech and Language
- Using the ASD Standards
- Mental Health Awareness
- Moving and Handling
- Diabetes

There is ongoing staff development through “in house” training; sharing the expertise within the school, this year’s focus has been on supporting SEND pupils to be more independent learners.

### **The Cromer Cluster**

All the SENDCOs in the Cromer Cluster meet as a group, led by Sarah Walker at least twice a term. We support each other, share good practice and work on projects that are then developed in our individual schools. These have included:

- KIDS Local Offer Project
- Shared communication with parents
- Developing the use of assessment in school- NAPS
- Updates in local and national SEND issues
- Transition
- Applications for funding
- Prioritising developments
- Planning and organising the SEND Parent Information Evening

### **Priorities for Improvement Next Year**

- Improve the strategic planning for SEND
- Train all staff in Step On
- Focus on less interventions while raising the Quality First Teaching of SEND pupils (particularly for spelling introducing the CLIPS approach)
- Introduce an intensive reading support programme to ensure reading progress for all
- Continue to develop the standard of our One Page Profiles
- Develop ways to assess SEND pupils without Levels using NAPS
- Mental health